DOCUMENT RESUME

ED 341 565 SE 052 586

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TITLE Mathematical Enculturation: A Cultural Perspective on Mathematics Education.
REPORT NO ISBN-0-7923-1270-8
PUB DATE 91
NOTE 195p.; Mathematics Education Library Series, Volume 6. For related documents, see SE 052 585, SE 052 587, and SE 052 694.
AVAILABLE FROM Kluwer Academic Publishers, 101 Philip Drive, Norwell, MA 02061.
PUB TYPE Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Curriculum Development; Educational Anthropology; *Educational Environment; Elementary Secondary Education; Higher Education; *Integrated Curriculum; Learning Processes; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Multicultural Education; Social Influences; *Teacher Education; Teaching Methods

ABSTRACT

This book breaks new ground in Mathematics Education by taking as its focus the idea of Mathematics as a cultural product and analyzing the educational consequences of this cultural perspective. Drawing on a wide variety of sources and references, the book integrates the literature into a new conceptual schema that demonstrates and substantiates the meaning of Mathematics as cultural product. A new curriculum structure integrating enculturation into the mathematics education curriculum is introduced, as well as exploring the mathematical enculturation process. Finally, there are several important implications for mathematics teacher preparation and for the whole process of teacher education made in the final chapter. Following a preface by the author, the seven chapters include: (1) "Towards a Way of Knowing"; (2) "Environmental Activities and Mathematical Culture"; (3) "The Values of Mathematical Culture"; (4) "Mathematical Culture and the Child"; (5) "Mathematical Enculturation: The Curriculum"; (6) "Mathematical Enculturation: The Process"; and (7) "The Mathematical Enculturators." An extensive bibliography contains over 200 references. (MDH)

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